# School Quality Review Report

## Bon Air Elementary Technology Academy

## Kokomo-Center Township Consolidated School Corporation

## February 12-13, 2018

### Review Team Members

| | | |
|---|---|---|
| **John Purcell** | School Improvement Specialist | Indiana Department of Education |
| **Mark Keen** | Special Projects | Indiana Department of Education |
| **Wendy Folk** | Director of Primary Centers | South Bend Community Schools |
| **Abby Taylor** | 2nd Grade Teacher | Hamilton Southeastern Community Schools |
| **Taylor Brown** | Director of Talent Strategy | Indianapolis Public Schools |
| **Branden Myers** | Data Specialist | Indiana Department of Education – Office of Special Education |

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# I.    Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

> *(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B).  The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.
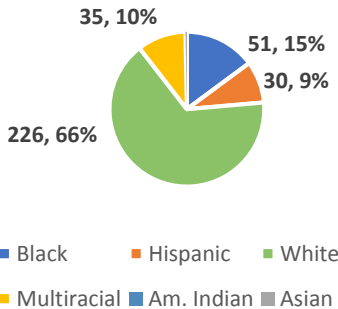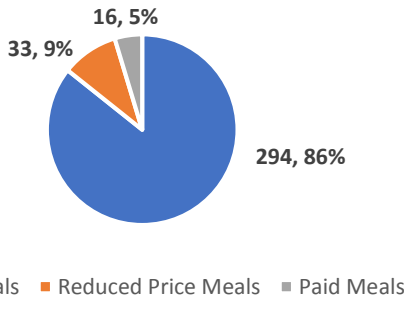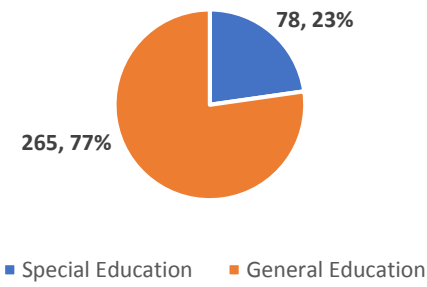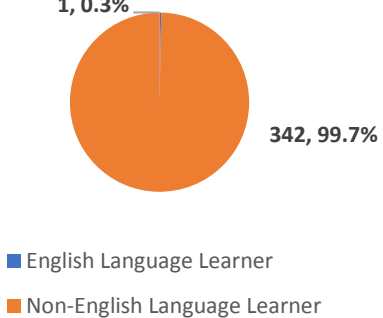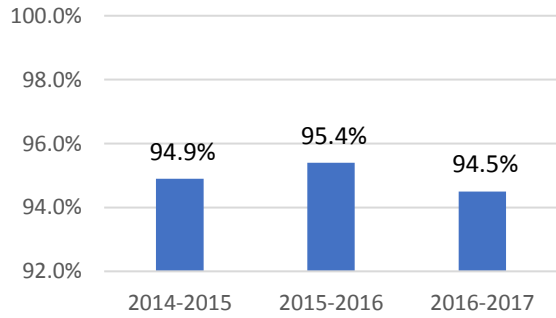
## II.     Overview of the School Quality Review Process

The School Quality Review process is designed to identify Bon Air Elementary' s strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two or three Turnaround Principles that were identified as priorities by the school and its district.
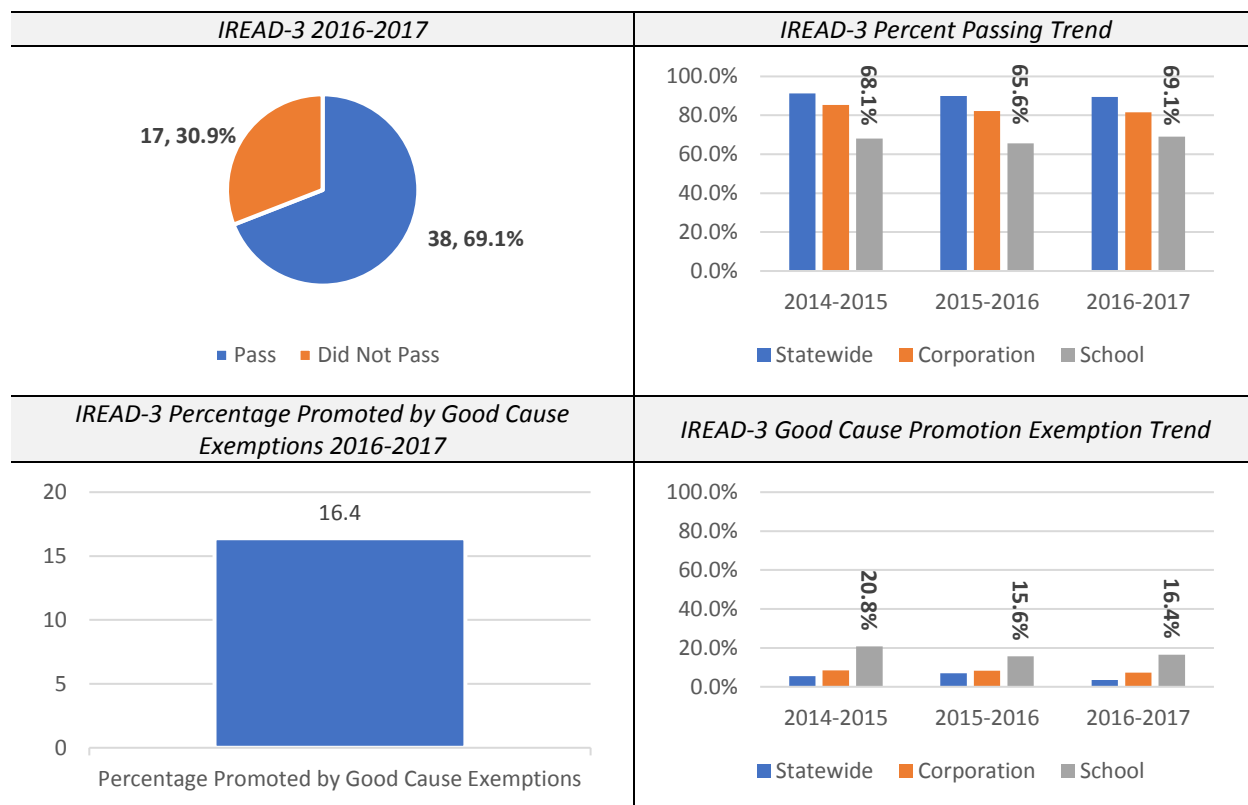
The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, (2) observed a professional learning community meeting with teachers, (3) conducted 19 classroom observations, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 22 of 28 teachers participating. Parents were also invited to complete a survey, resulting in the completion of 44 surveys. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

# III. Data Snapshot for Bon Air Elementary Technology Academy

| School Report Card | | | | | | | |
|---|---|---|---|---|---|---|---|
| *2015-2016 Report Card* | *Points* | *Weight* | *Weighted Points* | *2016-2017 Report Card* | *Points* | *Weight* | *Weighted Points* |
| *Performance Domain Grades 3-8* | 27.10 | 0.5 | 13.55 | *Performance Domain Grades 3-8* | 27.90 | 0.5 | 13.95 |
| *Growth Domain Grades 4-8* | 75.00 | 0.5 | 37.50 | *Growth Domain Grades 4-8* | 65.40 | 0.5 | 32.70 |
| *Overall Points* | | | 51.1 | *Overall Points* | | | 46.7 |
| *Overall Grade* | | | F | *Overall Grade* | | | F |

## Enrollment 2017-2018: 458 students

### Enrollment 2017-2018 by Ethnicity



35, 10%
51, 15%
30, 9%
226, 66%

- Black
- Hispanic
- White
- Multiracial
- Am. Indian
- Asian

### Enrollment 2017-2018 by Free/Reduced Price Meals



16, 5%
33, 9%
294, 86%

- Free Meals
- Reduced Price Meals
- Paid Meals

### Enrollment 2017-2018 by Special Education



78, 23%
265, 77%

- Special Education
- General Education

### Enrollment 2017-2018 by English Language Learners



1, 0.3%
342, 99.7%

- English Language Learner
- Non-English Language Learner

## Attendance

### Attendance by Grade

| Grade | '14-'15 | '15-'16 | '16-'17 |
|---|---|---|---|
| K | 94.2 | 94.7 | 93.7 |
| 1 | 95.5 | 95.5 | 93.2 |
| 2 | 95.1 | 95.8 | 95.3 |
| 3 | 94.8 | 95.6 | 94.5 |
| 4 | 90.0 | 96.1 | 95.6 |
| 5 | 95.1 | 94.7 | 94.7 |

### Attendance Rate Trend



| 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|
| 94.9% | 95.4% | 94.5% |

| School Personnel |
| --- |
| *Teacher Count 2015-2016: 32* |

| *Teacher Count 2015-2016 by Ethnicity* | *Teacher Count 2015-2016 by Years of Experience* |
| --- | --- |

**Teacher Count 2015-2016 by Ethnicity**

1, 3%

31, 97%

■ Black ■ White

**Teacher Count 2015-2016 by Years of Experience**

11, 34%    11, 34%

2, 6%

4, 13%

4, 13%

■ 0-5 years ■ 6-10 years ■ 11-15 years
■ 16-20 years ■ 20+ years

| Student Academic Performance |
| --- |

| *ISTEP+ 2016-2017*<br>*Both English/Language Arts and Math* | *ISTEP+ Percent Passing Trend*<br>*Both English/Language Arts and Math* |
| --- | --- |

**ISTEP+ 2016-2017 Both English/Language Arts and Math**

29, 17.4%

138, 82.6%

■ Pass ■ Did Not Pass

**ISTEP+ Percent Passing Trend Both English/Language Arts and Math**

26.0%    15.7%    17.4%

2014-2015    2015-2016    2016-2017

■ Statewide ■ Corporation ■ School

| *ISTEP+ 2016-2017: English/Language Arts* | *ISTEP+ Percent Passing Trend: English/Language Arts* |
| --- | --- |

**ISTEP+ 2016-2017: English/Language Arts**

49, 29.3%

118, 70.7%

■ Pass ■ Did Not Pass

**ISTEP+ Percent Passing Trend: English/Language Arts**

43.6%    31.8%    29.3%

2014-2015    2015-2016    2016-2017

■ Statewide ■ Corporation ■ School

| *ISTEP+ 2016-2017*<br>*Math* | *ISTEP+ Percent Passing Trend*<br>*Math* |
| --- | --- |

**ISTEP+ 2016-2017 Math**

43, 25%

129, 75%

■ Pass ■ Did Not Pass

**ISTEP+ Percent Passing Trend Math**

32.5%    24.2%    25.0%

2014-2015    2015-2016    2016-2017

■ Statewide ■ Corporation ■ School

| IREAD-3 2016-2017 | IREAD-3 Percent Passing Trend |
|---|---|
| 17, 30.9% Did Not Pass — 38, 69.1% Pass | Statewide / Corporation / School for 2014-2015 (68.1%), 2015-2016 (65.6%), 2016-2017 (69.1%) |
| IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-2017 | IREAD-3 Good Cause Promotion Exemption Trend |
| 16.4 — Percentage Promoted by Good Cause Exemptions | Statewide / Corporation / School for 2014-2015 (20.8%), 2015-2016 (15.6%), 2016-2017 (16.4%) |

## IV.    Evidence and Rating for School Turnaround Principle #2: Climate and Culture

**Background**

The next three sections of the report illustrate the Technical Assistance Team's key findings, supporting evidence, and overall rating for each of the school's prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a "Turnaround Principle Alignment Tool" provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school's improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle #2: Climate and Culture | | | |
|---|---|---|---|
| | | | |
| **Evidence Sources** | | | |
| Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, School Improvement Plan, District Focus Group, Teacher Survey Data, Classroom Observations | | | |
| **Rating** | | | |
| 1<br>Ineffective<br><br>*No evidence of this happening in the school* | *2*<br>*Improvement Necessary*<br>*Limited evidence of this happening in the school* | 3<br>Effective<br><br>*Routine and consistent* | 4<br>Highly Effective<br><br>*Exceeds standard and drives student achievement* |
| **Evidence** | | | |

| Strengths | Aligned Turnaround Principle Indicator(s) |
|---|---|
| • Climate surveys were conducted in the fall of 2017 by Boys Town, a national non-profit organization that helps children, families, and communities deal with violence, abuse, and addiction. The school uses feedback from the surveys to make improvements. | • 1.3, 2.1, 2.2, 6.1 |
| • As directly observed and documented through focus group discussions, teachers maintain respectful relationships with students and are sincerely concerned for students' personal well-being and success in school. | • 2.1, 2.2, 3.6 |
| • Focus group meetings and discussions with individuals indicated that staff are supported by school and district leadership to pursue professional development opportunities. | • 1.9, 2.2, 5.3, 7.3 |
| Areas for Improvement | Aligned Turnaround Principle Indicator(s) |
| • Although programs and procedures are in place to support a safe and orderly environment, they are neither aligned with one another nor consistently implemented with fidelity across the school, as observed by the visiting team. | • 1.3, 2.1, 2.2, 2.3, 3.6, 6.1 |
| • Even though teachers generally display a positive relationship with, and concern for students, a prevalence of low expectations regarding students' academic growth and behavior exists, as revealed through focus group discussions. | • 1.4, 2.2, 2.3, 3.6 |
| • Disruptive and non-compliant behaviors, which impeded instruction and interfered with a productive learning environment, occurred in 43% of the classrooms observed. | • 2.2, 3.1, 3.2, 3.6 |

## V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| School Turnaround Principle #3: Effective Instruction | | | |
|---|---|---|---|
| **Evidence Sources** | | | |
| Individual Student Interviews, Individual Staff Interviews, Instructional Leadership Team Focus Group, Teacher Focus Group, School Improvement Plan, Teacher Survey Data, Classroom Observations, Artifacts provided by Bon Air Elementary | | | |
| **Rating** | | | |
| 1 <br> Ineffective <br><br> *No evidence of this happening in the school* | 2 <br> Improvement Necessary <br> *Limited evidence of this happening in the school* | 3 <br> Effective <br><br> *Routine and consistent* | 4 <br> Highly Effective <br><br> *Exceeds standard and drives student achievement* |
| **Evidence** | | | |
| Strengths | | | Aligned Turnaround Principle Indicator(s) |
| • Based on observations, lessons were clearly aligned with Indiana Academic Standards in 83% of the classrooms. | | | • 3.1, 4.1, 4.2 |
| • Standards-aligned academic supports (e.g. posters explaining area/perimeter; parts of speech, etc.) were displayed in nearly all of the classrooms observed ~~classrooms~~. | | | • 3.1, 3.2, 4.4 |
| • In over half of the observed classrooms, teachers recognized positive student contributions to discussions and encouraged students to continue such participation. | | | • 3.2, 3.6 |
| Areas for Improvement | | | Aligned Turnaround Principle Indicator(s) |
| • Although lessons in 83% of the rooms observed aligned with Indiana Academic Standards, objectives lacked intentionality and clarity as to what, specifically, students were to know and/or be able to do as a result of the lessons. | | | • 3.1, 3.3, 4.1 |
| • Based on classroom observations, only 14% of the lessons provided meaningful relevance, with connections made between the lessons and the real-world. This is a vital key to student engagement. | | | • 1.4, 1.5, 1.7, 2.2, 3.1, 3.2 3.4~~,~~ |
| • The use of differentiation, higher level questioning, and rigorous depth of knowledge were not evident in classrooms, as recorded during classroom observations at rates of 63%, 76%, and 82%, respectively. | | | • 2.2, 2.3, 3.2, 3.6 |
| • In 43% of the classrooms visited, students were observed as inattentive and/or off-task (e.g. sitting at an "empty" desk | | | • 2.2, 3.2, 3.6 |

with no textbook, book, writing material, or computer with which to work; fidgeting with items such as pencils and not listening; or, talking with other students about non-school-related topics).

## VI.  Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

| School Turnaround Principle #6: Effective Use of Data | | | |
|---|---|---|---|
| **Evidence Sources** | | | |
| Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, Artifacts provided by Bon Air Elementary, School Improvement Plan, District Focus Group, Teacher Survey Data, Student Focus Group, Classroom Observations | | | |
| **Rating** | | | |
| 1<br>Ineffective<br><br>*No evidence of this happening in the school* | 2<br>Improvement Necessary<br>*Limited evidence of this happening in the school* | 3<br>Effective<br><br>*Routine and consistent* | 4<br>Highly Effective<br><br>*Exceeds standard and drives student achievement* |
| **Evidence** | | | |

| Strengths | Aligned Turnaround Principle Indicator(s) |
|---|---|
| • As noted in the Teacher Survey and observed by the visiting team, a range of student data is generated by multiple instructional and assessment programs. | • 4.3, 2.1, 6.1, 6.2 |
| • Staff are aware of the importance of data to inform and drive instruction. They currently use some data to do so, and recognize the need for additional training to fully use such data. | • 1.6, 2.2, 5.2, 6.2 |
| • Reading and math achievement data, showing the percentage of student mastery of academic standards at the beginning and end of the year for all grade levels, are posted on the school's digital data dashboard. | • 1.6, 2.2, 4.2, 6.2, 6.3 |
| Areas for Improvement | Aligned Turnaround Principle Indicator(s) |
| • Although a variety of student academic data is available, no protocols for thoroughly analyzing the data and translating it into effective practice could be identified. | • 2.2, 3.5, 4.3, 6.1, 6.2 |
| • As determined during discussions with individuals and in focus groups, formative assessments are used in mathematics but do not allow for direct comparisons between them (i.e. triangulation). Ideally, results from such multiple measures, when comparable, enable teachers to "get the whole picture" about what students have learned. | • 1.6, 2.2, 3.5, 4.3, 6.2 |

| | |
|---|---|
| • As determined through classroom observations and in discussions with individuals, teachers rely on computer programs to provide essential instruction. No explanations could be offered as to how, specifically, this instruction is reinforced or extended, based on performance data generated by the programs. | • 2.2, 3.1, 3.3, 3.5, 4.3, 6.2 |

# VII.  Recommendations

**Background**
This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Bon Air Elementary Technology Academy. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| Recommendation 1 |
|---|
|    Appraise the quality of classroom management practices. To do so may entail locating or developing a rubric that includes evidence-based behaviors, methods, and conditions found to be necessary in classrooms where optimal learning and desired behaviors occur. Using the appraisal results, develop a plan with on-going, job-embedded coaching and support so as to enable teachers to cultivate necessary classroom management skills. Monitor teacher effectiveness with the expectation that a certain level of classroom management be established and maintained.<br><br>   Such pedagogical skills should serve to build an affirming climate that advances student achievement and self-regulating behavior. If a pre-designed program is also selected for use, it must strictly complement the methods and practices developed as a result of the professional growth initiative above. Additionally, any such program(s) should be uniformly implemented across the school and continually monitored for alignment and uniformity.<br><br>   Consider how this recommendation might conjoin with Recommendation #2 (below). |
| **Aligned Turnaround Principle(s)** |
| 1.3, 1.4, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.6, 5.3, 6.1, 7.3 |
| **Rationale** |
|    A safe, orderly, and equitable school climate must exist if effective instruction and superior levels of student performance are to abide. The responsibility for establishing and maintaining such a climate rests with the adults who care for students at school. There is a strong correlation between positive school climates and teachers' capacity to: 1) design and deliver quality instruction and, 2) successfully manage student behavior. In fact, teaching that does not meet students' needs can induce behavioral issues.[1] Indeed, a symbiotic relationship exists between effective instruction and classroom management. Teachers who are adept at both create climates of high expectations where achievement and self-regulating behavior grow.<br><br>   Anecdotal reports indicate that student behavior has improved at Bon Air Elementary, notwithstanding the rise in discipline referrals and student suspensions in the past two years. |

To address these disconcerting increases, PBIS strategies, Well Managed Schools and Kickboard are programs used to monitor and manage student behavior, with an emphasis (per School Improvement Plan Goal #3) on decreasing referral-producing behaviors by 7%. Unfortunately, evidence during the visit revealed no cohesive relationship between these programs, thus resulting in confusion among staff and discrepancies in the manner and degree to which they are employed. To this end, fragmented student management approaches (based on the different programs) seem to add to, rather than mitigate undesirable student conduct. While such programs may have an appropriate place in student management efforts, it is teachers' acumen in lesson design and classroom management that yield foundational benefits in academic achievement.

There are no definitive recipes of pedagogical practices for boosting student achievement and mitigating misbehavior, however there is broad consensus on practices that are common in high performing classrooms and that are based in educational psychology. Two foundational structures, for example, that encompass specific practices, are pedagogical behavior and environmental arrangement.[2] The former includes careful planning for meaningful student engagement; the latter pertains to establishing routines and practices in the classroom.

Accurately appraising current classroom management capacity and practices, followed by targeted training and on-going coaching and support are next steps for Bon Air. This will entail investing time and energy in developing talent so that teachers are in charge of any programs used, rather than the vice versa. Further, it will require scrutinizing existing programs and determining whether or not the programs complement the practices that well-trained Bon Air teachers are using in their classrooms every day. The Bon Air staff, with advanced skills in the principles and methods for classroom management and instructional design, will develop a climate of high achievement, proud and respectful students, and, ultimately, a culture where success is the norm.

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[1] Shindler, J. (2010). *Transformative classroom management: positive strategies to engage all students and promote a psychology of success.* San Francisco: Jossey-Bass.
[2] Scott, T. M. (2017). *Teaching behavior: managing classrooms through effective instruction.* Thousand Oaks, CA: Corwin, a SAGE Company.

| Recommendation 2 |
|---|

As more fully explained in the rationale, below, too many programs and initiatives are present and collectively divert attention and resources away from rapid and purposeful school success. For this reason, it is recommended that the school clearly define its goals for academic achievement, re-evaluate current practices and initiatives, and commit to a narrowly-defined course of action that will allow it to meet its specific goals. To this end, the steps below are offered for consideration and assistance.

1. Clearly define a prioritized set of goals and benchmarks for student growth and achievement. Consider developing SMART goals as a vehicle for attaining desired levels of student growth and achievement. Communicate these to the school community (staff, students, parents, community).

2.  Determine precisely that which is required to meet defined and prioritized benchmarks and goals.

  (a)  Identify essential instructional practices and professional skillsets that teachers must employ and possess to reach set benchmarks and goals.

  (b)  Critically analyze all existing programs, initiatives (school and corporation), and school improvement goals in light of their potential efficacy for goal attainment. Consider high leverage alternatives. Select only the resources and strategies (e.g. teacher training) necessary to reach the benchmarks and goals.

3.  Manage staff and resources as based on the above.

  (a)  Work with necessary entities to assign staff so as to capitalize on individual strengths for the purpose of attaining set benchmarks and goals.

  (b)  From the prioritized set of instructional practices/skills and necessary resources, plan and implement intensive professional development.

  (c)  Clarify for all stakeholders (internal and external), expectations regarding performance vis a vis the school improvement process.

  c)  From the prioritized set of programs, initiatives, and resources, obtain and deploy only those essential to support goal attainment. Redundant and superfluous programs, initiatives, and resources must be rejected.

4.  Monitor progress toward goal attainment, in light of set benchmarks and expectations for performance.

The recommended action, though comprehensive, is intended to help Bon Air Elementary get to the heart of school improvement by establishing precise goals for academic achievement and taking the steps necessary to prioritize and use only the practices and resources essential to reach these goals. To assist in streamlining the school's efforts, that which is offered in Recommendation #1, pertinent to classroom management, and that proposed in Recommendation #3, regarding the use of data, should be subsumed in this recommendation and viewed together as a coherent, systems-based approach.

| Aligned Turnaround Principle(s) |
|---|

1.3, 1.4, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.6, 5.3, 6.1, 7.3

| Rationale |
|---|

The mission of Bon Air Elementary Technology Academy, as displayed on the school's website, is to provide a technology-rich learning environment that supports learning for every child, every day. This is coupled with a vision that the school will provide engaging learning experiences by embedding technology through rigorous curriculum, authentic assessment, and differentiated instruction. Together, these statements assert that students will be supported in their learning through the provision of technology. While they align, there are differences between them and the mission described in the School Improvement Plan, which places emphasis on "encouraging excellence everyday with commitment, compassion, and community." This incongruence, though it may be viewed as a matter of semantics, obscures the ultimate purpose for everyday action and is emblematic of the espoused intentions, but conflicting practices observed during the school quality review.

At Bon Air, the visiting team found compassionate educators who genuinely care for their students and wish to see them succeed. Likewise, it was obvious that the school, as a whole, is earnestly seeking methods, strategies, and programs that will result in higher levels of student achievement and behavioral compliance. To this end, a number of instructional and/or assessment programs exist: Fountas & Pinnell, iReady, Mastery Connect, Study Island, Benchmark Comprehension (all in reading); and, Eureka Assessment, iReady, Xtra Math, Mastery Connect, and Study Island (all for math). Additionally, and to the school's credit, the following are cited as foci of professional development in the school improvement plan: teaching with increased rigor and differentiation, development of essential questions, gradual release, instructing at higher levels of depth of knowledge. Unfortunately, the visiting team found that the cumulative effect of the programs and goals have become encumbrances rather than instruments for attaining the school's desired goals. To be succinct, a focused vision for student growth and achievement is unclear and there are too many entities (programs, initiatives, and existing goals and strategies) competing for staff time and need for professional development.

To affect robust and sustainable student achievement there must be a unity of purpose, with clarity and direction for success, thus the reason for the comprehensiveness of the above recommendation. In the final analysis, there must exist a precise and unequivocal vision for student achievement, after which all stakeholders pursue with diligence.

| Recommendation 3 |
|---|

This recommendation addresses teachers' use of data to improve student achievement and the school's efforts to monitor and evaluate its overall improvement efforts. In this regard, it is a recommendation in two parts. First, provide targeted, job-embedded, and on-going professional development and coaching in the use of data to optimize teaching and learning. Secondly, use data, as a school, to monitor and evaluate the progress of Recommendation #1 and to aid in the strategic development and monitoring of narrowly-focused school improvement goals, as described in Recommendation #2.

To improve student achievement, teachers must understand how to disaggregate, interpret, and apply data. Numbers and percentages, in and of themselves, have no meaning absent a context. Thus, a sound understanding in the use of data affords teachers' the ability to evaluate student learning and their own instruction. Such understanding informs decisions about how and when to differentiate instruction and how to most effectively use instructional resources, such as technology-based programs. Further, such understanding is vital to apply the pedagogical methods and strategies described in Recommendation #1. For these reasons, targeted professional development is necessary.

As the school embarks on the journey to meet its clearly defined prioritized goals and benchmarks, it will be imperative to monitor its progress and make needed "in-flight corrections" along the way. Without a means of evaluating program effectiveness, efforts for school improvement are left to chance. Additionally, to avoid being overwhelmed by too many well-intentioned, but superfluous programs, criterion (data) can be used to choose only those that will provide the highest efficacy for meeting school improvement goals. It is important to remember that programs or processes that produce data must provide for data alignment. Thus, the second recommendation: Use data to monitor and evaluate progress toward goal completion and to carefully discern what resources are necessary for this purpose.

| Aligned Turnaround Principle(s) |
|---|
| 1.6, 2.1, 2.2, 3.1, 3.3, 3.5, 4.2, 4.3, 5.2, 6.1, 6.2, 6.3 |
| Rationale |

If we assert that schools are charged with, and accept the responsibility for providing each child the highest quality education in the safest possible environment, then data is the vehicle by which we can judge the level of success for this responsibility. Data serve two primary purposes: 1) Determine at what level students are performing relative to set standards; and, 2) Determine to what degree all aspects of an educational system are functioning relative to its charge of providing optimal levels of educational quality and safety.

Unquestionably, student data are gathered at Bon Air Elementary, and teachers recognize the importance of using this information to gauge and effect student achievement. Despite this, two issues negatively impact their efforts to do so: 1) There is no vertical alignment for most data; and, 2) Many teachers do not possess the skills necessary to interpret and readily use data to drive subsequent instruction. For example, the visiting team found a heavy

reliance on computer-assisted instruction programs. Data generated by these programs, however, were not fully used by teachers to provide requisite remediation or enrichment.

To serve its purpose as a vehicle for measuring student performance and evaluating educational systems, data must be purposefully gathered and utilized. That which is gleaned from data provides crucial decision-making information that ultimately lends guidance and direction in meeting school improvement goals.

# VIII. Appendix A: Evidence for Remaining School Turnaround Principles

**Background**

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| School Turnaround Principle 1: School Leadership |
|---|
| **Evidence Sources** |
| Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, School Improvement Plan, Parent Survey Data, Classroom Observations, Artifacts provided by Bon Air Elementary |
| **Evidence Summary** |
| Strengths <ul><li>Evidence from focus groups, the Parent Survey, and individual interviews revealed that the principal makes students and adults feel welcome and ensures the facility is maintained so as to be safe and conducive to learning.</li><li>Based on information gained with the Teacher Focus Group and through direct observation, core content areas have sufficient time allotted during periods when learning is best for students.</li></ul> Areas for Improvement <ul><li>Focus group interviews and discussions with the principal revealed that a strategy to implement a school vision, focused on ideal and sustained academic achievement, could not be explained.</li><li>The Technical Assistance Team could find no evidence of protocols or systems for using formal/informal teacher observation data and student achievement data to systematically improve schoolwide instructional practices.</li></ul> |

| School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems |
|---|
| |
| **Evidence Sources** |
| Individual Staff Interviews, School Leader Self-Assessment, Teacher Focus Group, Artifacts provided by Bon Air Elementary, School Improvement Plan, District Focus Group, Student Focus Group, Classroom Observations |
| **Evidence Summary** |
| Strengths<br>&bull; The school and corporation provide teachers with instructional materials that are aligned to Indiana Academic Standards.<br>&bull; Systems are in place for school leadership to collect and review lesson plans and provide feedback to teachers in a timely manner.<br><br>Areas for Improvement<br>&bull; Although systems are in place for school leadership to provide performance feedback to teachers, that which is offered from walkthrough observations has little impact on practice, according to teachers.<br>&bull; Although systems are in place to review lesson plans, whole group instruction is the primary method of teaching in many classrooms, as revealed through classroom observations.<br>&bull; Teachers use supplemental curricular materials (e.g., Newsela, Smarty Ants), but could not explain to the visitation team how such supplements, when used, are implemented to support student mastery of identified academic standards. |

| School Turnaround Principle 5: Effective Staffing Practices |
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| **Evidence Sources** |
| Individual Staff Interviews, School Leader Self-Assessment, Teacher Focus Group, Artifacts provided by Bon Air Elementary, School Improvement Plan, District Focus Group, Teacher Survey Data |
| **Evidence Summary** |
| Strengths<br>&bull; Based on discussions with the principal and artifacts provided, staff assignments are intentional in order to maximize opportunities for all students to have access to the instructional strengths of staff. Last year, staff changes were made for this reason.<br>&bull; The school and district work with a local university to foster a talent pipeline of highly effective teaching applicants.<br><br>Areas for Improvement<br>&bull; Professional development is not linked to teacher evaluation and is limited in direction, providing little feedback with respect to learning outcomes or schoolwide achievement and growth goals, as revealed through data gathered in artifacts and focus groups. |

- Topics for professional development sessions, while meaningful in and of themselves (e.g. Book study on student poverty and students' growth mindsets) do not coherently coalesce with other strategies to effect student achievement, as determined by school improvement data, provided artifacts, and discussions with staff.

| School Turnaround Principle 7: Effective Use of Time |
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| **Evidence Sources** |
| Individual Staff Interviews, School Leader Self-Assessment, Teacher Focus Group, Instructional Leadership Team Focus Group, Artifacts provided by Bon Air Elementary, School Improvement Plan, District Focus Group, Teacher Survey Data |
| **Evidence Summary** |
| Strengths<br>• The master schedule is structured to allow staff to meet every Wednesday for collaborative planning, professional development, and Professional Learning Clubs.<br>• According to artifacts and evidence provided in focus groups, the school is intentional is limiting interruptions during the 90-minute reading block and 60-minute mathematics blocks, so as to allow for maximum instruction and learning.<br><br>Areas for Improvement<br>• As determined by direct observation, focus group discussions, and artifacts provided, the objectives and desired outcomes for collaboration time are not clearly evident or monitored to determine the extent to which they contribute to increased staff capacity or student learning.<br>• Based on direct observations, transitions within and between classes were executed with minimal direction only 59% of the time. In some cases, multiple redirection strategies wereas required to move students to subsequent tasks/locations. |

| School Turnaround Principle 8: Effective Family and Community Engagement |
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| **Evidence Sources** |
| Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, Artifacts provided by Bon Air Elementary, School Improvement Plan, District Focus Group, Parent Survey Data, Teacher Survey Data, Student Focus Group, Classroom Observations |
| **Evidence Summary** |

Strengths
- At times, staff go to homes to meet with parents, as necessary or requested by a parent, thus demonstrating a commitment to reaching out to parents/guardians so as to engage them in the academic progress of their children.
- Some staff seek out parents in the dismissal line to obtain or pass on information about students.
- Afterschool programs, such as Kokomomentum, are used to boost student achievement and are well attended by students.

Areas for Improvement
- As found on the school's website, limited information is available and some information is dated (e.g. no information under Menus, Calendar, "Interesting Articles"). As a technology-oriented school, such means for providing information should be an inherent practice.
- According to parent surveys, only 68.7% of families responded that they are informed if their children are struggling and are given suggestions by the school to help their children at home.